

## Curriculum Based Assessment (CBA)

Assessment is an important event for families and their children; assessment results are used to include or exclude children from specialized interventions that can affect their developmental outcomes. Assessment is critical for program planning, monitoring progress and program evaluation. The developmental assessment process is used to determine strengths and needs of a child. Assessment is an ongoing process. Developmental assessments are timely, comprehensive, and multidisciplinary and should include the following:

- Analysis and profiling of developmental competencies
- Adaptation/Modification of items
- Instruct the Early Interventionist in assisting the family in creating learning opportunities by imbedding curriculum items in naturally occurring routines, activities and settings (known as activity-based learning)
- Monitor incremental gains in progress
- Facilitate collaboration among team members
- The choice of which assessment tool to be used is determined by the professional recommendations of the Early Interventionist
- Assessment tools are used that are specifically designed to assess a child's developmental level. As a child progresses, appropriateness of an assessment tool will be evaluated by the Early Interventionist and parent/legal guardian and changed as needed. All children receiving special instruction **must have an assessment** completed at least annually or more often if changes warrant, i.e., meeting all outcomes, medical procedures resulting in significant regression. Examples of assessments include psychological evaluations, Individualized Education Program (IEP'S), and curriculum based assessments or any combination of these tools. The child must be evaluated in all domains
- Families' expectations for their child are noted in service notes and/or IFSP/FSP.

### Specific EI responsibilities related to assessment include:

1. Using the most appropriate assessment instruments to assess a child's developmental level;
2. Ensuring that the CBA is completed before the annual plan. It is recommended that the CBA process start 30 days prior to the plan due date;
3. Ensuring that the assessment is current, within 1 year, and updated as needed;

4. Ensuring the assessment reflects the child's:
  - cognitive development;
  - gross and fine motor development;
  - communication;
  - emotional and social development;
  - self-help skills;
  - physical development including information from medical and family history, along with current health status, is used to determine present physical condition;
  - vision-any relevant vision information (should be included in the child's FSP);
  - hearing-any relevant hearing information (should be included in the child's FSP).

SECTION 6B: ASSESSMENT OF CHILD'S PRESENT LEVEL OF FUNCTION	
Date of IFSP	Child's Name
Child's <input type="checkbox"/> Chronological or <input type="checkbox"/> Adjusted Age at time of CBA: ____ years ____ months	
CBA Tool: <input type="checkbox"/> AEPS <input type="checkbox"/> HELP <input type="checkbox"/> The Oregon Project <input type="checkbox"/> The INSITE Development Checklist	Name and agency of CBA Provider <i>please print</i> :
<p>Overall strengths of child, successful strategies used in the assessment, and factors that may have affected assessment process</p> <p><i>Provide a brief narrative of the assessment situation, and participants. Include any unique strengths the child demonstrated in performing assessment items, strategies found to be successful with the child in conducting the CBA, and any factors that may have affected the child's performance during the assessment process.</i></p> <p><i>All domains must be assessed and reported for development of the Initial and Annual IFSP.</i></p>	
CBA Results for Social –Emotional Domain	
<p>Social-emotional skills child currently demonstrates:</p> <p><i>For each domain of development, the following must be reported:</i>  <i>Skills the child currently demonstrates: (AEPS: 2s, HELP: +s): List 3-5 CBA items representing the highest level of development across all appropriate strands within this domain.</i></p>	
<p>Skills newly learned/emerging:</p> <p><i>Skills newly learned or emerging: (AEPS: 1s, HELP: +/-s): List 3-5 CBA items representing newly learned skills across all appropriate strands within this domain. If using the HELP, include only the skills scored as a +/- that appear within 3 months on either side of current level of development.</i></p>	
<p>Skills not yet learned: Skills not yet learned:</p> <p><i>(AEPS: 0s, HELP: -s): List 3-5 CBA items representing skills/behaviors the child has not yet learned across all appropriate strands within this domain. If using the HELP, include only the skills scored as a +/- that appear within 3 months on either side of current level of development.</i></p>	
Percentage of Delay in this domain:	
Date CBA conducted	Signature of CBA Provider